



National Standards for Family and Consumer Sciences Education That Apply to Michigan State-approved Family and Consumer Science Programs

(Note: Complete National Standards Document is available at www.aafcs.org)

The National Association of State Administrators for Family and Consumer Sciences Education (NASAFACS), an affiliate of the Family and Consumer Sciences Education (FACS) Division of the Association for Career and Technical Education (ACTE), first began development of national standards for family and consumer sciences in May 1995. The resulting work became a powerful tool for showcasing the movement from home economics, with an emphasis on technical homemaking skills, to Family and Consumer Sciences Education, with its focus on broader family and society issues, and provided significant new direction for the field. For the last decade, the National Standards for Family and Consumer Sciences Education (NASAFACS, V-TECS 1998) has provided a strong and clear conceptualization and a common direction for Family and Consumer Sciences Education at the national, state, and local levels.

In May 2005, NASAFACS initiated a project to update the national standards, utilizing a highly participatory process to collect recommendations from a wide variety of stakeholders. The National Standards for Family and Consumer Sciences Education, Second Edition (NASAFACS 2008) continues the proud tradition of providing the framework for national, state, and local programs that prepare students for family life, work life, and careers in Family and Consumer Sciences by empowering individuals and families across the life span to manage the challenges of living and working in a diverse global society.

The Reasoning for Action standard is an overarching standard that links and in many ways defines family and consumer sciences education. This standard is grounded in beliefs that concepts and processes used for reasoning can be learned; that reasoning for action is a vehicle for the active use and functionality of all Areas of Study; and that the content and skills delineated in the Areas of Study provide a context in which Reasoning for Action can be developed and applied.

The comprehensive standard for Reasoning for Action and the five content standards and their corresponding competencies provide a foundation for instruction and student learning *about* reasoning and for *using* reasoning in applied contexts.

Reasoning for Action, Comprehensive Standard (Applicable to all Michigan FCS Courses)

Use reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.

Content Standards

- 1 Evaluate reasoning for self and others.
- 2 Analyze recurring and evolving family, workplace, and community concerns.

Competencies

- 1.1 Analyze different kinds of reasoning (e.g., scientific, practical, interpersonal).
- 1.2 Distinguish between adequate and inadequate reasoning.
- 1.3 Establish criteria for adequate reasoning.
- 1.4 Contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.
- 2.1 Classify different types of concerns (e.g., theoretic, technical, practical) and possible methods for addressing them.
- 2.2 Describe recurring and evolving concerns facing individuals,

- families, workplaces, and communities.
 - 2.3 Describe conditions and circumstances that create or sustain recurring and evolving concerns.
 - 2.4 Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental.
- 3 Analyze practical reasoning components.
 - 3.1 Differentiate types of knowledge needed for reasoned action: value-ends, goals, contextual factors, possible actions, and consequences.
 - 3.2 Analyze short-term and long-term consequences on self, family, culture/society, and global environment.
 - 3.3 Analyze assumptions that underlie beliefs and actions.
 - 3.4 Distinguish adequate and/or reliable information from inadequate and/or unreliable information.
 - 3.5 Analyze role exchange, universal consequences, the role of ethics, and other tests for making responsible judgments.
 - 3.6 Distinguish adequate from inadequate reasons.
- 4 Implement practical reasoning for responsible action in families, workplaces, and communities.
 - 4.1 Synthesize information from a variety of sources that are judged to be reliable
 - 4.2 Describe a particular recurring and evolving individual, family, workplace, or community concern.
 - 4.3 Select goals/valued ends to resolve a particular concern.
 - 4.4 Establish standards for choosing responsible action to address a particular concern.
 - 4.5 Evaluate the conditions of a particular concern, e.g. historical, social-psychological, socioeconomic, political, cultural, global/environmental.
 - 4.6 Generate reasonable actions for reaching goals/valued ends for a particular concern.
 - 4.7 Use adequate and reliable information to critique possible actions.
 - 4.8 Evaluate potential short- and long-term consequences of possible actions on self, others, culture/society, and global environment.
 - 4.9 Justify possible reasons and actions based on valued ends and information that is judged to be adequate and reliable.
 - 4.10 Select an action supported by justified reasons, valued ends, contextual conditions, and positive consequences of actions.
 - 4.11 Design a plan for accomplishing a selected action.
 - 4.12 Implement and monitor a plan of action based on established standards and valued ends.
 - 4.13 Evaluate actions and results, including consequences on self, others, culture/society, and global environment.
 - 4.14 Evaluate practical reasoning processes.
- 5 Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.
 - 5.1 Delineate scope, concepts, and scientific terminology for a particular inquiry.
 - 5.2 Judge validity and reliability of information, sources, opinions, and evidence.
 - 5.3 Generate hypotheses based on scientific principles, observations, evidence.
 - 5.4 Test hypotheses and theories using scientific inquiry and reasoning.
 - 5.5 Draw conclusions based on data and information that are judged to be reliable.
 - 5.6 Evaluate scientific reasoning processes.

The following Areas of Study have potential applicability to all Michigan state-approved FCS courses. The courses with the greatest potential for correlation are listed following the area of study, however local curriculum will ultimately determine national areas of study and standards that apply to the locally developed curriculum within an agency's state approved FCS course.

Area of Study 1.0

Career, Community and Life Connections (*Personal Development, Interpersonal Relationships, Balancing Responsibilities*)

Comprehensive Standard

Integrate multiple life roles and responsibilities in family, work, and community settings.

Content Standards

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

1.2 Demonstrate transferable and employability skills in school, community and workplace settings.

1.3 Evaluate the reciprocal effects of individual and family participation in community activities.

Competencies

- 1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.
- 1.1.2 Analyze the effects of social, economic, and technological change on work and family dynamics.
- 1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
- 1.1.4 Analyze potential effects of career path decisions on balancing work and family.
- 1.1.5 Define goals for life-long learning and leisure opportunities for all family members.
- 1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
- 1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.2 Demonstrate job seeking and job keeping skills.
- 1.2.3 Apply communication skills in school, community and workplace settings.
- 1.2.4 Demonstrate teamwork skills in school, community and workplace settings.
- 1.2.5 Analyze strategies to manage the effects of changing technologies in workplace settings.
- 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
- 1.2.8 Demonstrate work ethics and professionalism.
- 1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
- 1.3.2 Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
- 1.3.3 Analyze personal and family assets and skills that provide service to the community.
- 1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.
- 1.3.5 Analyze the effects of public policies, agencies, and institutions on the family.
- 1.3.6 Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.

Area of Study 2.0**Consumer and Family Resources** (*Financial Management, Balancing Responsibilities, Personal Development*)**Comprehensive Standard**

Evaluate management practices related to the human, economic, and environmental resources.

Content Standards**Competencies**

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| 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital. | 2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.
2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.
2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.
2.1.4 Apply consumer skills to providing and maintaining clothing.
2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.
2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.
2.1.7 Apply consumer skills to decisions about recreation.
2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members. |
| 2.2 Analyze the relationship of the environment to family and consumer resources. | 2.2.1 Analyze individual and family responsibility in relation to the environmental trends and issues.
2.2.2 Summarize environmental trends and issues affecting families and future generations.
2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
2.2.4 Explain government regulations for conserving natural resources. |
| 2.3 Analyze policies that support consumer rights and responsibilities. | 2.3.1 Analyze state and federal policies and laws providing consumer protection.
2.3.2 Analyze how policies become laws relating to consumer rights.
2.3.3 Analyze skills used in seeking information to consumer rights. |
| 2.4 Evaluate the effects of technology on individual and family resources. | 2.4.1 Summarize types of technology that affect family and consumer decision-making.
2.4.2 Analyze how media and technological advances affect family and consumer decisions.
2.4.3 Assess the use of technology and its effect on quality of life. |
| 2.5 Analyze relationships between the economic system and consumer actions. | 2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.
2.5.2 Analyze individual and family roles in the economic system.
2.5.3 Analyze economic effects of laws and regulations that pertain to consumers and providers of services.
2.5.4 Analyze practices that allow families to maintain economic self-sufficiency. |
| 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span. | 2.6.1 Evaluate the need for personal and family financial planning.
2.6.2 Apply management principles to individual and family financial practices.
2.6.3 Apply management principles to decisions about insurance for individuals and families.
2.6.4 Evaluate personal and legal documents related to managing individual and family finances |

Area of Study 3.0

Consumer Services (*Financial Management*)

Comprehensive Standard

Integrate knowledge, skills, and practices needed (*for a career*) in consumer services

Content Standards

3.2 Analyze factors that affect consumer advocacy.

3.3 Analyze factors in developing a long-term financial management plan

Competencies

3.2.1 Analyze the role of advocacy groups at state and national levels.

3.2.3 Demonstrate strategies that enable consumers to become advocates.

3.2.4 Analyze the effects of consumer protection laws on advocacy.

3.2.5 Apply strategies to reduce the risk of consumer fraud.

3.2.8 Analyze the use of educational and promotional materials in consumer advocacy.

3.3.1 Explain the effects of the economy on personal income, individual and family security, and consumer decisions.

3.3.2 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.

3.3.3 Analyze the effect of consumer credit in long-term financial planning

3.3.4 Compare investment and savings alternatives.

3.3.5 Analyze the effects of risk management strategies on long-term financial planning.

3.3.6 Analyze the effect of key life transitions on financial planning

3.3.7 Explain the role of estate planning in long-term financial planning.

3.3.8 Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.

3.4.2 Evaluate local, state, and national private and government consumer programs and services to recycle and conserve energy and environmental resources.

3.4.3 Explore strategies and practices to conserve energy and reduce waste.

3.4.4 Examine waste management issues.

3.4.5 Examine roles of government, industry, and family in energy consumption.

Area of Study 6.0

Family (*Interpersonal Relationships, Parenthood Education, Human Development, Personal Development*)

Comprehensive Standard

Evaluate the significance of family and its effects on the well-being of individuals and society.

Content Standards

6.1 Analyze the effects of family as a system on individuals and society

Competencies

6.1.1 Analyze family as the basic unit of society

6.1.2 Analyze the role of family in transmitting societal expectations.

6.1.3 Analyze global influences on today's families.

6.1.4 Analyze the role of family in teaching culture and traditions across the life span.

6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.

6.1.6 Analyze the effects of change and transitions over the life course.

6.1.7 Analyze the ways family and consumer sciences careers assist the work of the family.

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| 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. | 6.2.1 Demonstrate awareness of multiple diversities and their effects on individuals, families, and society. |
| | 6.2.2 Analyze the effects of social and cultural diversity on individual and families. |
| | 6.2.3 Analyze the effects of empathy for diversity on individuals in family, work, and community settings. |
| | 6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity. |
| | 6.2.5 Analyze the effects of globalization and increasing diversity on individuals, families, and society. |

Area of Study 7.0 (*Interpersonal Relationships, Parenthood Education, Human Development, Nutrition Science, Health and Wellness*)

Family and Community Services

Comprehensive Standard

Synthesize knowledge, skills, and practices required (*for careers*) in family & community services.

Content Standards

7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging* conditions.

7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions

Competencies

7.4.1 Assess health, wellness, and safety issues of individual and families with a variety of disadvantaging conditions.

7.4.2 Analyze management and living environment issues of individuals and families with a variety of disadvantaging conditions.

7.4.3 Analyze personal, social, emotional, economic, vocational, educational, and recreational issues for individuals and family with a variety of disadvantaging conditions.

7.4.4 Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance.

7.4.5 Analyze situations which require crisis intervention

7.4.6 Summarize the appropriate support needed to address selected human services issues.

7.5.1 Describe needs and accommodations for people with a variety of disadvantaging conditions.

7.5.2 Analyze ways in which individuals with disadvantaging conditions affect the family and family members financially, socially, physically, and emotionally.

7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.

7.5.4 Summarize the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.

7.5.5 Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.

7.5.6 Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.

7.5.7 Demonstrate verbal and nonverbal communication skills that support individuals and families with a variety of disadvantaging conditions

Area of Study 8.0

Food Production and Services (*Health and Wellness, Nutrition Science*)

Comprehensive Standard

Integrate knowledge, skills, and practices required (*for careers*) in food production and services.

Content Standards

8.2 Demonstrate food safety and sanitation procedures.

Competencies

- 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- 8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management.
- 8.2.6 Demonstrate proper purchasing, storage, and handling of both raw and prepared foods.
- 8.2.7 Demonstrate safe food handling that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products.
- 8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.

Area of Study 9.0

Food Science and Nutrition (*Nutrition Science, Health and Wellness*)

Comprehensive Standard

Integrate knowledge, skills, practices required (*for careers*) in food science and nutrition.

Content Standards

9.2 Apply risk management procedures to food safety, food testing, and sanitation.

Competencies

- 9.2.1 Analyze factors that contribute to food borne illness.
- 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.
 - 9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
 - 9.3.2 Analyze nutritional data.
 - 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.
 - 9.3.4 Assess the influence of socioeconomic and psychological factors on food and nutrition and behavior.
 - 9.3.6 Critique the selection of foods to promote a healthy lifestyle.
- 9.4 Apply basic concepts of nutrition in a variety of settings.
 - 9.4.1 Analyze nutritional needs of individuals.

Area of Study 12.0

Human Development (*Human Development, Personal Development, Parenthood Education*)

Comprehensive Standard

Analyze factors that influence human growth & development.

Content Standards

12.1 Analyze principles of human growth and development across the life span.

Competencies

- 12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.
- 12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.

12.2	Analyze conditions that influence human growth and development.	12.2.1	Analyze the effect of heredity and environment on human growth and development.
		12.2.2	Analyze the impact of social, economic, and technological forces on individual growth and development.
		12.2.3	Analyze the effects of gender, ethnicity, and culture on individual development.
		12.2.4	Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.
		12.2.5	Analyze geographic, political, and global influences on human growth and development.
12.3	Analyze strategies that promote growth and development across the life span.	12.3.1	Analyze the role of nurturance on human growth and development.
		12.3.2	Analyze the role of communication on human growth and development.
		12.3.3	Analyze the role of family and social services support systems in meeting human growth and development needs

Area of Study 13.0

Interpersonal Relationships (*Interpersonal Relationships, Personal Development*)

Comprehensive Standard

Demonstrate respectful and caring relationships in the family, workplace and community.

Content Standards

13.1 Analyze functions and expectations of various types of relationships.

13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.

13.3 Demonstrate communication skills that contribute to positive relationships.

13.4 Evaluate effective conflict prevention and management techniques.

Competencies

13.1.1 Analyze processes for building and maintaining interpersonal relationships.

13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.

13.1.3 Compare physical, emotional, and intellectual functioning in stable and unstable relationships.

13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.

13.1.5 Analyze processes for handling unhealthy relationships.

13.1.6 Demonstrate stress management strategies for family, work, and community settings.

13.2.1 Analyze the effects of personal characteristics on relationships.

13.2.2 Analyze the effect of personal need on relationships.

13.2.3 Analyze the effects of self-esteem and self-image on relationships.

13.2.4 Analyze the effects of life span events and conditions on relationships.

13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.

13.3.1 Analyze communication styles and their effects on relationships.

13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

13.3.3 Demonstrate effective listening and feedback techniques.

13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.

13.3.5 Apply ethical principles of communication in family, community and work settings.

13.3.6 Analyze the effects of communication technology in family, work, and community settings.

13.3.7 Analyze the roles and functions of communication in family, work, and community settings.

13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.

13.4.2 Explain how similarities and differences among people

		affect conflict prevention and management.
	13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
	13.4.4	Demonstrate nonviolent strategies that address conflict.
	13.4.5	Demonstrate effective responses to harassment.
	13.4.6	Assess community resources that support conflict prevention and management.
13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.	13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
	13.5.2	Demonstrate strategies to motivate, encourage, and build trust in group members.
	13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
	13.5.4	Demonstrate techniques that develop team and community spirit.
	13.5.5	Demonstrate ways to organize and delegate responsibilities.
	13.5.6	Create strategies to integrate new members into the team.
	13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.
13.6 Demonstrate standards that guide behavior in interpersonal relationships.	13.6.1	Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
	13.6.2	Apply guidelines for assessing the nature of issues and situations.
	13.6.3	Apply critical thinking and ethical standards when making judgments and taking action.
	13.6.4	Demonstrate ethical behavior in family, workplace, and community settings.
	13.6.5	Compare the relative merits of opposing points of view regarding current ethical issues.

Area of Study 14.0

Nutrition (*Nutrition Science, Health and Wellness*)

Comprehensive Standard

Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Content Standards

Competencies

14.1 Analyze factors that influence nutrition and wellness practices across the life span.	14.1.1	Explain physical, emotional, social, psychological, and spiritual components of individual and family wellness.
	14.1.2	Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
	14.1.3	Analyze the governmental, economic, and technological influences on food choices and practices.
	14.1.4	Analyze the effects of global and local events and conditions on food choices and practices
	14.1.5	Analyze legislation and regulations related to nutrition and wellness.
14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span	14.2.1	Analyze the effect of nutrients on health, appearance, and peak performance.
	14.2.2	Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.
	14.2.3	Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
	14.2.4	Analyze sources of food and nutrition information, including food labels, related to health and wellness.
14.3 Evaluate various dietary guidelines in planning to meet nutrition and wellness needs.	14.3.1	Apply various dietary guidelines in planning to meet nutrition and wellness needs.
	14.3.2	Design strategies that meet the health and nutrition

			requirements of individuals and families with special needs.
	14.3.3		Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
14.4 Evaluate factors that affect food safety from production through consumption.	14.4.1		Analyze conditions and practices that promote safe food handling.
	14.4.2		Analyze safety and sanitation practices throughout the food chain.
	14.4.3		Analyze how changes in national and international food production and distribution systems influence the food supply.
	14.4.4		Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
	14.4.5		Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
	14.4.6		Analyze public dialogue about food safety and sanitation.
14.5 Evaluate the influence of science and technology on food composition, safety, and other issues.	14.5.1		Analyze how scientific and technical advances influence the nutrient content, availability, and safety of foods.
	14.5.2		Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
	14.5.3		Analyze the effects of technological advances on selection, preparation and home storage of food.
	14.5.4		Analyze the effects of food science and technology on meeting nutritional needs

Area of Study 15.0

Parenting (*Parenthood Education, Human Development*)

Comprehensive Standard

Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

Content Standards

15.1 Analyze roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

15.3 Evaluate external support systems that provide services for parents.

Competencies

15.1.1 Analyze parenting roles across the life span.

15.1.2 Analyze expectations and responsibilities of parenting.

15.1.3 Analyze consequences of parenting practices to the individual, family, and society.

15.1.4 Analyze societal conditions that influence parenting across the life span.

15.1.5 Explain cultural differences in roles and responsibilities of parenting.

15.2.1 Choose nurturing practices that support human growth and development.

15.2.2 Apply communication strategies that promote positive self-esteem in family members.

15.2.3 Assess common practices and emerging research about discipline on human growth and development.

15.2.4 Assess the effects of abuse and neglect on children and families and determine methods for prevention.

15.2.5 Apply criteria for selecting care and services for children.

15.3.1 Assess community resources and services available to families.

15.3.2 Appraise community resources that provide opportunities related to parenting.

15.3.3 Summarize current laws and policies related to parenting.

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| 15.4 Analyze physical and emotional factors related to beginning the parenting process. | 15.4.1 | Analyze biological processes related to prenatal development, birth, and health of child and mother. |
| | 15.4.2 | Analyze the emotional factors of prenatal development and birth in relation to the health of parents and child. |
| | 15.4.3 | Analyze implications of alternatives to biological parenthood. |
| | 15.4.4 | Analyze legal and ethical impacts of current and emerging technology on fertility and family planning. |

* Disadvantaging conditions are situations or factors that substantially hamper the ability of a family to function physically, socially or mentally.

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